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ABSTRACT

This book presents an integrative model that teachers at the middle school and high school levels can use to encourage performance breakthroughs for students with learning disabilities and attention deficit disorders. Chapter 1 sets the stage by describing how learning difficulties, attention problems, and adolescence challenge students, and gives an overview of education legislation that affects the education of students with disabilities. Chapters 2 and 3 then present a framework for understanding the instructional process and systems affecting students with learning problems. The roles of various professionals and the components of an integrative approach are explained. Chapter 3 also presents two case studies to contrast the features of productive and unproductive systems. Chapter 4 reviews a systematic problem-solving process for crisis intervention. Chapter 5 presents an overview of assessment issues. Chapter 6 focuses on the individualized education program as a model for effective program planning. Self-management skills for students with learning difficulties and attention problems are evaluated in Chapter 7. In chapters 8 through 12, information is provided to help students develop their skills in specific areas, including: reading, listening and note-taking, preparing for and taking tests, academic writing, and homework. Each chapter describes specific strategies teachers can use. Chapter 13 gives examples of performance breakthroughs and ways to foster performance breakthroughs. (Contains over 230 references.) (CR)

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